

## CHAPTER III

### PLAN AND PROCEDURE

#### Introduction

The purpose of this study was to watch the effect of principal leadership approach on school environment and to achieve this purpose researcher adopted a mixed method approach. Chapter III introduces the methodology used in the research study. Chapter III outlines-

- Hypotheses
- Research questions
- Sample technique
- Tools of the study
- Administration of Scoring
- Statistical Techniques

The researcher uses qualitative and quantitative research in this present study.

**Quantitative Research:** In quantitative research, the information obtained is numerical, or converted to numerical form and then analyzed.

**Qualitative Research:** This research is based on non- quantitative methods and assumptions. Qualitative studies can be described as more or less phenomenological, a philosophical term indicating a focus on subjective experience. The purpose of this type of study is to create in-depth description.

Here are some hypotheses for the quantitative study

#### Hypotheses

Following hypotheses were framed to achieve the objectives.

- There is no significant effect of principal leadership approach on school environment.
- There is no significance difference between government and private schools for principal leadership approach.
- There is no significant difference in school environment between government and private schools

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- There is no significant difference in school environment between male and female students.
- There is no significant difference in school environment among government schools.
- There is no significant difference in school environment among private schools.

#### **Research Questions:**

- In what ways do the principal's perception of their leadership approach affect school environment?
- What is the dominant leadership approach which can be identified with principal as perceived by teachers?

#### **Method Used**

There are many methods of collecting, analyzing and reporting research data. Strictly speaking the decision about the method depends upon the nature of the problem and objectives to be achieved. For the present study, the investigator decided to adopt extensive interview and participative observation for qualitative research and descriptive survey method for quantitative research.

#### **Population**

In the present study, for the quantitative research all teachers and all students of Mahendragarh district are considered as the population of the study. For the qualitative research S.S. school principals of Mahendragarh District of Haryana has been considered as population of the present study.

#### **Sample**

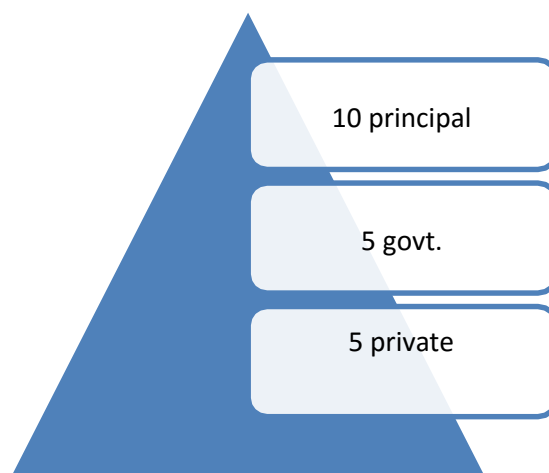
*Sample for quantitative research-* In the present study for the quantitative research the researcher chose convenience random sampling and then equal proportional sampling as a method of sampling. The researcher chose 3 block of Mahendragarh district (Mahendragarh, Narnaul and Nagal Chodari) according to her convenience and then used equal proportional method in these three blocks. The researcher took the sample of 200 (100 teachers and 100 students) for quantitative research. The researcher selected 100 teachers (50 male and 50 female) from government and private schools. Out of 100 teachers, 50 teachers belong to government schools and 50 teachers belong to private teachers. The second sampling belongs to students. She selected 100 students (50 male and 50 female) from government and private schools. Out of 100 students, 50 students belong to

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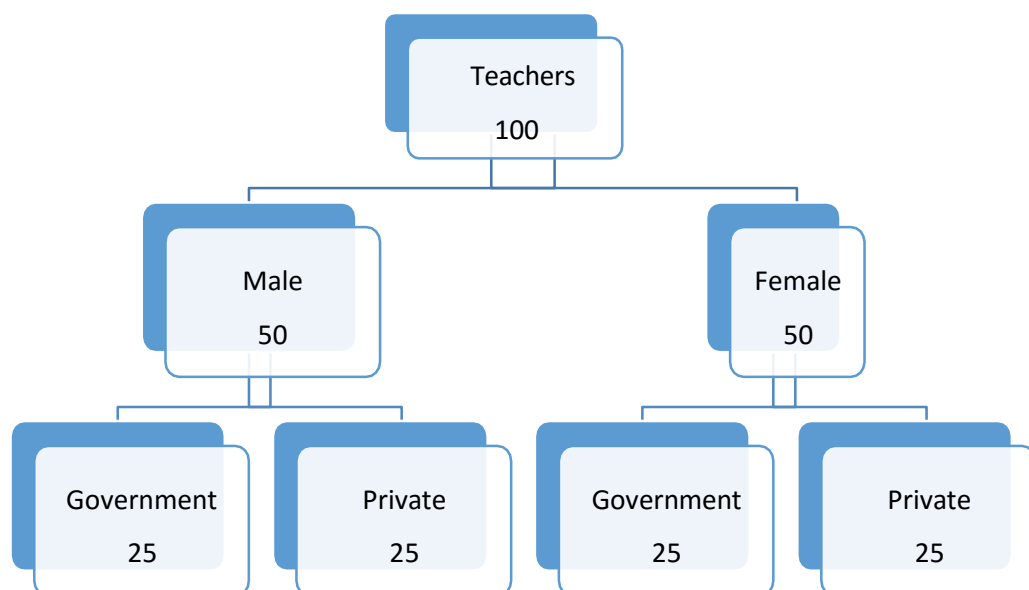
government and 50 belong to private schools.

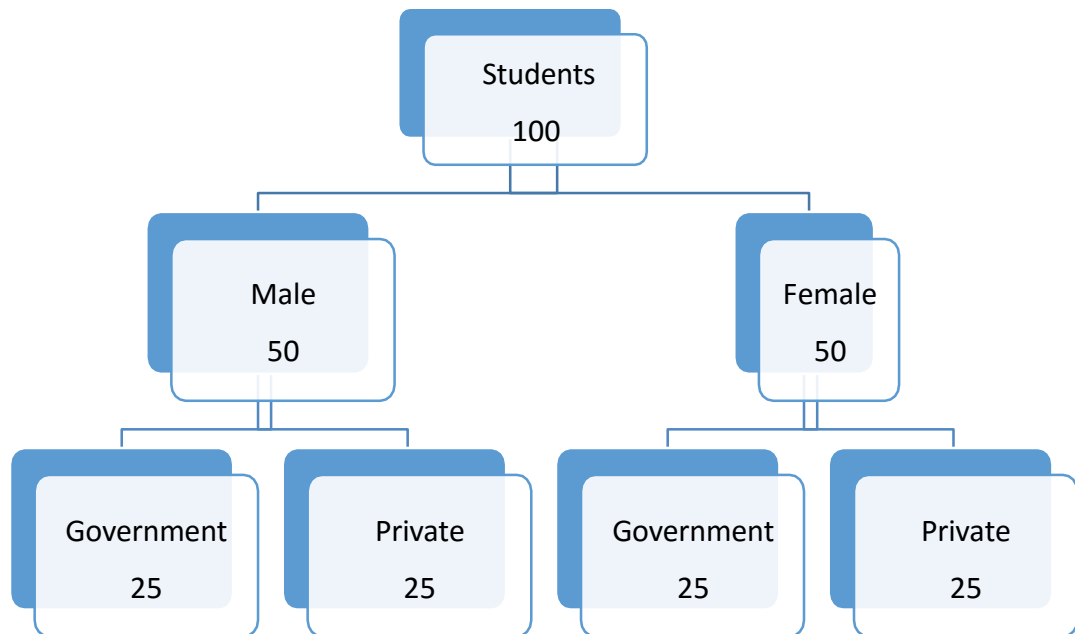
**Sample for qualitative research-** For the qualitative research the researcher selected 10 school principals (5 governments and 5 privates). Here the researcher selected simple random sampling. Ten senior secondary schools in Mahendragarh, were examined in this study. Out of 10 principal 5 principal are form government schools and 5 are from private schools

### **Sample design for qualitative research**



### **Sample for quantitative research**





### **Tools of the study**

The purpose of the present study was to know the effect of leadership approach on school environment. The researcher uses two standardized test to collect quantitative data. To qualitative exploration the researcher used extensive interview and participative observation methods as a tool.

*Tools of quantitative research:* For this purpose the researcher used two standardised tests

1. School Environment Inventory by Dr. Karuna Shankar Mishra (Allahabad)
2. Leadership Style Scale prepared by Dr. R.N.Sing.

### **Administration of scoring**

*For the quantitative research:* In leadership preference scale there are 16 adjectives which tell the leadership quality of the principal. This scale is for teachers. For each adjective there is a response category which contains 1 to 8 number. 1 is lowest score and 8 is highest score.

S.N	Score	Interpretation
1	64 or above	High L.P.C. Person-relationship oriented
2	58-63	Mixed style
3	57 or less	Low L.P.C. Person-task oriented

The second scale is School environment scale. In this scale there are 6 dimensions- Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Rejection and control for school environment. This scale is for students. Score is given according to these dimensions. First there is Raw score and then Stanine Score and then interpretation is given.

### **Tools for qualitative research**

*Qualitative data-* For the qualitative exploration of leadership approach present study used two methods. The first included an open-ended interview with the principal in each participating school. The second data source was a one day site-visit observation. The addition of qualitative data to this study provided multiple data sources in order to corroborate the conclusions, and therefore added to the credibility of the research.

*Interview-* Leadership style was examined through a one-on-one interview with each school principal conducted by the researcher. Field notes were taken at the time of interview. In order to ensure depth and flexibility, the interview consisted of the same open-ended questions for each principal. There was not a time limit to the interview and any additional information related to school climate and organizational leadership obtained before, during, or after the interview was utilized as data for this study. Such information included phone calls prior to visit, greeting and interactions with office staff, disruptions during the interview, and general observations entering and leaving each building.

*Site-visit observation-* A full day site-visit observation was conducted in February with permission from each principal. The researcher spent a whole day in one school and observed the school environment of the particular school. During the observation the researcher also talked with the students and staff members about the principal behaviour and school environment.

### **Statistical techniques used**

The following statistical techniques are employed for the analysis and interpretation of the data:

*Techniques for quantitative study:* The researcher used Single factorial ANOVA, Regression for see the effect of independent variable on dependent variable and T Test.

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**ANOVA-** The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups. In this study the researcher used ANOVA to see the difference among private schools and government schools.

**T-Test-**The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the means of two groups. The researcher used T- Test to see the difference between government and private schools, male and female in this study.

**Regression-** Regression analysis is a statistical tool for the investigation of relationships between variables. It is used to see the impact or effect of independent variable on dependent variable. In this study it is used to see the effect of principal leadership effect on school environment.

#### **Techniques for qualitative study**

**Content analysis-** Content analysis is used for qualitative research. Content denotes what is contained and content analysis is the analysis of what is contained in a message. Broadly content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content (Nachmias and Nachmias, 1976). Further, content analysis falls in the interface of observation and document analysis. It is defined as a method of observation in the sense that instead of asking people to respond to questions, it “takes the communications that people have produced and asks questions of communications” (Kerlinger, 1973). Therefore, it is also considered as an unobtrusive or non-reactive method of social research.